

The Training Function

1. The function of the Company Training Officer is to provide a service of knowledge, advice, skill and administration which will enable the company to fulfil its responsibility. Company training policy is a matter for management, and the implementation of that policy is normally the responsibility of both line and staff management, in co-operation with the Training Officer. In many cases the management will rely considerably on the Training Officer, particularly where he has proved his ability, responsibility, knowledge and value. Sometimes the Training Officer works direct to Company Management: sometimes he is subordinate to Personnel Management: in small firms he may combine the duties of a Training Officer with some other functions; but practically always his position is determined by the express needs of the company concerned. In short, training is a service function, never an end in itself.

2. We have set out our views on the training function at this stage in order to make clear the background against which our subsequent findings on introductory courses are made.

Aim of Introductory Courses

3. We have been concerned with introductory courses which are suitable for potential and recently appointed training officers, who will normally have had some industrial experience. The courses are designed to give an insight into the basic elements of the training officer's duties* in a time which will be acceptable to employing companies particularly those of medium size. No one training course can provide a firm with a fully trained training officer and certainly not a short introductory course of the kind under consideration. We think it important that the limited objectives of the course should be made clear to employers and in any information which is published about them. In small firms, the duties of training officer may be combined with other roles on a part-time basis.

* These are fully described in the Industrial Training Council publication—'The Training Specialist in Industry'—copies of which can be obtained from the Ministry of Labour, 32 St. James's Square, London, S.W.1, price 1s. 6d.

However, we do not consider it possible for anyone adequately to perform the training function without completing this short introductory course. The alternative, already being put into practice in some industries, is for such small firms to group themselves and be served by a full-time Group Training Officer.

4. The aim of the courses must therefore be to provide an appreciation of the training function setting in perspective the role of the training officer, not as it may have been interpreted in the past, but as it will be under the changing situation brought about by the Industrial Training Act. The courses should be designed to equip the student with a knowledge of, and a degree of skill in, the areas set out in Appendix 1, and should teach him to judge their relevance to his own industry and company.

5. We regard further specialised courses and a period of practical training as essential elements in the training of training officers who have taken the introductory course. We refer to these subjects in more detail in paragraphs 33 and 34. It should be one of the aims of the course to help the student to decide in what areas of knowledge, skills and techniques he will require supplementary training.

Content and Methods

6. If the limited aim set out in paragraph 3 is accepted, it follows that the treatment of the training function as a whole, and of the specific areas of knowledge and skill necessary to perform particular aspects of it, will tend to be in breadth rather than in depth. Training in depth should be achieved subsequently—by coaching and guidance, practical experience and specialised courses and background reading. Nonetheless the training must highlight those points which will need further study. It must be as practical as possible, it must be seen to be relevant to the needs of course members, and the teaching methods employed should ensure their active participation.

7. We think that the course should start with a synoptic view of the basic elements of the training function—the assessment of training needs, the formulation and implementation of training programmes, and the assessment of their effectiveness. This should be built up mainly by questioning and discussion, on the basis of practical examples within the experience of the course members. These basic elements should then be broken down into more detailed major aspects of the training function, each with sub-divisions,

which can be pointed out on the time table as being reserved for later treatment. The aim should be to widen out, as the course proceeds, from the known to the unknown, relating theory and practice at every step.

8. For the reasons given in paragraph 13 we recommend that the course should cover a minimum period in college of not less than 120 hours, in two periods of two weeks full-time study, split by a period of project work in industry. On this basis we suggest that the content of the course, and its approximate logical and chronological sequence, should be as indicated in Appendix 1. We recommend that the timetable should include sessions on each of the major areas, for general treatment, supplemented by separate sessions on related and subsidiary topics. A suggested time allowance for each subject area is given parenthetically in Appendix 1, which also suggests appropriate time allowances for visits, private study, and co-ordinating sessions (introduction, closure and open forums). We do not wish to imply that these are rigid time allocations; much will depend upon the special needs of the course members and the availability of teaching staff and visiting speakers. Some flexibility, particularly in the second half of the course, is very desirable. The total time allowance can be increased in residential courses (though overfull programmes should be avoided), and we recommend that most of the additional time available should be devoted to the practice of the basic skills of the training officer.

Course tutors

9. We recommend that in all colleges at which courses are provided, a full-time tutor must be assigned to the course and should normally be present at all sessions. Experience has shown that there is otherwise some risk of the course developing into an unco-ordinated series of talks, which may leave the student confused because he has not been given a proper understanding of the relationship between one subject and another. Tutors should also be allowed time for the contacts with industry to which attention is drawn in this report, and in particular for supervising the project work during the industrial training period.

Reading Lists

10. We recommend that short reading lists should be drawn up by colleges and circulated to students in advance of the course. This will be particularly valuable in those cases where the students have widely different backgrounds. College staff can decide in the course of preliminary contacts on what subjects different students need to concentrate before the course starts.

Relevant use of Films and Visits

11. Where films are used, care should be taken to ensure that they form an integral part of the course, with a definite and specific purpose, and whenever practicable as part of the teaching session dealing with the subject matter of the particular film.

12. Visits to individual firms or training centres should also be carefully planned. They should be for specific and relevant purposes and students should be well briefed beforehand as to their purpose. Time should be allowed on return for discussion on what has been learned.

Length and Form of Course

13. We consider that the syllabus outlined in Appendix 1 cannot be attempted in less than a six week 'sandwich' course, i.e., two periods each of two weeks attendance at college with an interval of at least two weeks on project work. We deal with this in paragraph 16. We think that six weeks is the minimum period in which the limited aims of this introductory course, as set out in paragraph 3, can be achieved. We hope that as time goes on, support will be forthcoming for longer courses.

14. It is essential that the course tutor should keep in close touch with all students during the industrial part of their training in order to supervise the project work, and to provide help and guidance. It is no less important that colleges allow their tutorial staff sufficient time to undertake this work. We realise that this requirement may reduce the number of students who can be accepted on any one course, as time must also be allowed in subsequent sessions for evaluation of the project work, but we consider that the advantages to be gained, including valuable experience in report writing and speaking, are well worth it.

Projects

15. We consider that project work should be seen as part of the training course as a whole and this should be made clear by college staff when visiting employers at the planning stage. Ideally, employers should be asked to state how they intend to employ the student on his return to the firm, or to indicate the area in which he will be expected to start work. If this can be done it should be possible to plan a realistic and worthwhile project which will cater for the particular needs of the student and of the firm. It may be that some employers will be unable for one reason or another to

give facilities for project work. To deal with this situation we recommend that a list of firms with good training arrangements and willing to take students for project work should be compiled for reference by college staff as occasion requires. We understand that organisations such as BACIE and the Industrial Training Service would be able to co-operate with Regional Offices of the Ministry of Labour in compiling such a list for use by colleges.

16. The arrangements for project work may provide either for a short period of say two to four weeks to be devoted solely to the project or for students to return to their firms for perhaps two or at the most three months and combine their project work with their other duties. It will of course be necessary for the gap between the two college periods to be the same for all students in a class. Where a longer period than two weeks is allowed, we recommend that an opportunity should be given to the student to return to the college during the industrial period for discussion. We would also draw attention to the advantages to be gained, if the project work is to be spread over two or three months, from having projects jointly undertaken by two or more students.

17. We think the way in which project reports are handled is important. The briefing session in the first part of the course should be designed to set specific tasks with limited aims, e.g., it is not advisable for course members to be asked to report generally on the total training needs of their company. A list of subjects which are considered suitable for project work is given in Appendix 2. Reports should be completed and duplicated before the second part of the course and discussed in open forum as opportunity offers during the second half. Some colleges may wish to use the services of practising senior training officers and line managers in industry as assessors for such sessions. This kind of reporting back affords the opportunity of practising some of the training officer's basic skills (including chairmanship), and the group criticism which is offered can be used to set the scene for a useful session which aims to draw together the basic principles of report writing.

Residential Courses

18. We are in favour of residential courses where possible, provided that sizeable groups of students reside in the same place, e.g., in the college or in the same hotel. Apart from the possibility of evening sessions there are obvious advantages to be gained from the closer contacts and exchange of views between the students themselves which this makes possible. The fact that Industrial Training

Boards are in a number of cases including fees and subsistence allowances in the costs which will count for grant should help to encourage residential courses.

Part-time Courses

19. We have considered whether part-time day courses should be encouraged or not. On the one hand the syllabus for the introductory course contains only the basic knowledge which a training officer needs to acquire as the necessary foundation for the job. The course requires intensive study and a degree of concentration free from the day to day distractions of the student's normal job, which must be difficult for persons attending part-time courses spread over a considerable period. On the other hand we appreciate that many employers would prefer to send an officer to a part-time course of a day a week, rather than to a full-time course, particularly where the officer combines training with other duties. We have also noted that in the field of management studies, part-time courses are operating successfully alongside full-time courses.

20. In the circumstances our conclusion is that proposals for part-time day courses should be considered on their merits. We should expect approval of such courses to be exceptional and given only where the college concerned is also providing a full-time course. We should naturally expect the content of the course to cover the same ground, for approximately the same time as the full-time course; that suitable arrangements should be made for planning and supervising project work; and that fully qualified staff should be available to run it. We recommend that any course which is approved should normally include at least two week-ends of full-time residence.

Selection

21. So far the shortage of suitable candidates has made it impossible to do more than provide a course which will meet the basic requirements of all students irrespective of their industrial background. We hope that as more candidates become available it will be possible by selection and grouping of students to provide courses in which the skills and techniques to be taught will bear a closer relationship to the individual needs of the students, and that colleges will be in a position to exercise firm control over the quality of potential course members. We regard this process of selection as an essential part of the work of college tutors when discussing with employers the objects of the course. We think that the minimum requirements

are (a) sufficient practical experience of industry or commerce to ensure active participation in the work of the training group, (b) an intellectual level capable of making an adequate synthesis of the theory and practice to be covered. We think the minimum level to be around Higher National Certificate but the lack of formal qualifications should by no means debar and the standard should not be so high as to exclude candidates suitable in all other respects.

22. We feel that colleges should also be selective wherever possible in a different sense. Provided that the generality of the introductory course is not overlooked, we think there may be scope for slanting particular courses to meet the needs of training officers with common problems. Thus it would be possible to have courses designed, for example, for plant process industries or for other related groups of industries and services. Courses run on these lines should still ensure sufficient of the cross-fertilisation of ideas and experience which we think is necessary at the introductory stage, but the shared experience of members would help to make the course more sharply relevant to their needs. However, we do not think that selectivity of this kind should go so far as to re-inforce the excessive fragmentation of training interests which has existed in the past. We think that the Act has provided a powerful stimulus for the interchange of training experience, ideas, and methods, and we would deprecate introductory courses run exclusively for one sector of industry or commerce, where only a narrow range of experience existed.

Approval Procedure

23. We understand that full-time courses of not more than one month's duration do not require the formal approval of the appropriate Education Department under the relevant Regulations, but that colleges which wish the Ministry of Labour grant arrangements to apply to their courses for training officers do in fact submit details of such courses for prior approval by the two Departments for this purpose. It is in this sense that we use the term 'approved course' in this report.

24. We also understand that in general Training Boards pay grants only in respect of courses which have received this Departmental approval and we hope that this will continue. As employers naturally prefer to support courses to which grant arrangements apply, it will clearly be helpful to a college if its courses can be designated as 'approved', and we therefore recommend that the

arrangements whereby colleges submit details of their plans to both the appropriate Education Department and to the Ministry of Labour should continue.

25. As has been made clear, however, the syllabus set out in the Appendix is not regarded as necessarily exhausting all areas of study nor is it likely that all colleges will wish to devote the same amount of time to each subject. It will therefore be desirable for colleges putting on a course for the first time to send forward a clear statement of the aims of the course, for whom it is intended, detailed synopses and timetables showing the allocation of time to each subject and an indication of the teaching methods to be used. An indication should also be given of the procedure by which the college hopes to assess the effectiveness of the training.

26. We recommend that once approval has been given to a college it should be free to lay on repeat courses without seeking approval again, provided that it does not materially alter the arrangements, and that these later courses should be regarded as courses to which grant arrangements apply. As new developments in the training field may later present opportunities for improving the present courses it is suggested that there should be a review from time to time of the content of the introductory course.

Location and Number of Courses

27. We think it is of greater importance that a smaller number of courses of high quality should be provided than that courses of lesser value should be given in a large number of colleges. The colleges concerned should as far as possible have at their disposal the teaching and other resources needed to provide a fully effective course. We would mention particularly the value of up to date and relevant experience of industry among the staff engaged on the courses. We are advised that colleges which provide courses leading to the Diploma in Management Studies are most likely to be the best equipped to meet these requirements and we recommend, therefore, that courses for training officers should normally be approved only at such colleges.

Liaison With Industry

28. It has been the practice to advise colleges who propose to offer training officer courses that they should do so in co-operation with

industry. We feel that such co-operation is essential as a means of enabling the College to judge the likely demand for a course; and to discuss with employers the selection of students of adequate quality and background and what is to be expected from the course. It is also important to secure management's co-operation in seeing that the student is given facilities for his project work and uses the sandwich period of training to the best advantage of himself and his firm. The means by which the course is to be evaluated can also be explained to management at this stage. This is dealt with more fully in the next section of the report.

29. We recommend that colleges should set up advisory committees to help in planning their courses, and in particular to advise as necessary on contacts with industry. The industrial liaison officer (if there is one), the General Inspector for the College, representatives of local productivity committees and associations of the British Productivity Council, B A C I E, the Ministry of Labour Regional Office, the Industrial Training Service and the Regional staff of Industrial Training Boards are all likely to have a useful part to play.

Assessment of Effectiveness of Courses

30. We consider it essential that all colleges should institute a sound procedure to assess the effectiveness of their courses. At present this is done in many cases only by reserving a final session of the course for a critical appraisal or review of the course by the students. In our view this is hardly sufficient, as there will have been little time (apart from the period of project work) for the student to put into practice what he has learned. Nor is the student always the best judge of his own needs.

31. We have recommended in an earlier paragraph that college staff should endeavour to plan with an employer at the initial interview a programme of work which should be achieved by the student in a given time. If this can be done, it will be possible for the employer to offer firm opinions as to how far the student achieves this and thus assist in evaluating the course. We recommend that college staff should at this stage contact employers to find out how far the training has matched up to the stated needs. As a minimum, this could be done by interview, but we should like to point to the possibility of a conference with all the employers concerned.

32. We also recommend the use of questionnaires at the same stage to collect more detailed information concerning the value of specific aspects of the course. Six months after the end of the course the

student and the employer should be in a position to make comments on the effectiveness of the course, which will enable judgments to be made on its value, both to the student and to the employer and for any weaknesses in the course itself to be identified.

Planned Practical Experience and Continuation Courses

33. We have already stressed the need for the introductory course to be followed by a period of practical experience and specialised courses appropriate to the student's needs. The student returning to the large firm with a good training department will probably be employed as an assistant training officer and he will be able to develop with the help and guidance of competent training staff. In many cases however the student may be employed by a smaller firm which cannot provide him with practical experience under proper supervision. In such a case we recommend that arrangements should be made by the college for him to undertake a period of planned practical training in another firm where he will be able to put into practice what he has learned under expert guidance. No doubt the list of firms mentioned in paragraph 15 as being willing to give facilities to students during the industrial training period of the introductory course could be drawn on by the course tutor for this period of practical training.

34. There are already a number of organisations running courses catering for specific areas of the training officer's work which play an important part in completing his training. We understand that the future of some of these courses is being placed in jeopardy because they do not at present qualify for grant. We are of the opinion that courses of this kind, approved perhaps under the aegis of this Committee, should also qualify for assistance from the Ministry and the Boards, and we recommend that this should be considered as a matter of urgency.

Summary of Main Recommendations

Content and Methods

35. (1) The course should cover a minimum period of 120 hours in college (para. 8).

(2) The course should include sessions on each of the major areas mentioned in the appendix to the report, supplemented by separate sessions on related and subsidiary topics (para. 8).

(3) A full-time tutor must be assigned to each course and should normally be present at all sessions (para. 9).

Length and form of course

(4) The course should be at least a six weeks ' sandwich ' course, in two periods of two weeks, split by a period of project work, and where possible it should be residential (paras. 13 and 18).

(5) The project work should be regarded as part of the course as a whole (para. 15).

(6) Realistic and worthwhile project work should be planned in consultation with the student's employer (para. 15).

(7) A list of firms willing to provide facilities for project work should be drawn up for reference by college staff if a student's own employer cannot provide facilities (para. 15).

(8) Time should be allowed for college staff to supervise the project work and if necessary for students to return during the industrial period for help and guidance (paras. 14 and 16).

(9) Proposals for part-time courses should be considered on their merits (para. 20).

Selection

(10) As more candidates become available colleges should exercise firm control over the selection of candidates (para. 21).

(11) Consideration should be given to slanting particular courses to meet the needs of training officers with common problems, but courses should not be run exclusively for one narrow sector of industry or commerce (para. 22).

Approval procedure

(12) Arrangements whereby colleges submit details of their plans to both the appropriate Education Department and the Ministry of Labour should continue (para. 24).

(13) Once a college has had its plans ' approved ' it should be free to run repeat courses, but the content should be reviewed from time to time (para. 26).

Location and number of courses

(14) Courses should be ' approved ' only at colleges which command the necessary resources (para. 27).

Liaison with industry

(15) Colleges should set up Advisory Committees to plan courses, in close co-operation with local industry (paras. 28 and 29).

Assessment of effectiveness of courses

(16) Colleges should institute a sound procedure for assessing the effectiveness of their courses in consultation with employers and students (paras. 30-32).

Planned practical experience and continuation courses

(17) The introductory course should be followed by supervised practical experience and appropriate specialised courses (paras. 33-34).

(18) If supervised practical experience is not available in a student's own firm arrangements should be made for him to receive it in another firm (para. 33).

(19) Urgent consideration should be given to the question of approved specialised courses qualifying for financial assistance from the Ministry and the Training Boards (para. 34).

Course Content

(to be considered in conjunction with para. 6)

MAIN TOPIC	RELATED SYLLABUS SUBJECTS
1. <i>The Training Function</i> (general; 3 hours)	(related subjects; 9 hours)
Role of the training officer and others, in	(i) Organisation structure, including roles of managers, supervisors and specialists
(a) Assessing training needs	(ii) Management structure and processes of management
(b) Formulating and implementing programmes	(iii) Industrial relations
(c) Assessing effectiveness of training	(iv) Communications in the organisation
	(v) Sources of information
	(vi) Post-introductory training; courses available
<i>Basic skills and techniques required</i> (general; 2 hours)	
Analytical techniques	
Oral and written communications	
Social skills	
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2. <i>Assessment of Training Needs</i> (general; 3 hours)	(related subjects; 12 hours)
(a) Social and legislative considerations	(i) I. T. Act, I.T.Bs.; requirements of professional bodies; safety
(b) The firm's operations	(ii) Ergonomics; technological development; training for versatility; quality standards
(c) Staff required	(iii) Manpower budgeting and planning; setting training targets
(d) Individual development	(iv) Recruitment and selection methods
	(v) Public education and examination systems
<i>Specific skills and techniques</i> (10 hours)	
General methods of observation and fact-finding; principles of job analysis	
Job analysis as applied to certain areas (e.g. choice of four from operator, apprentice, clerical, commercial, sales, supervisor, manager training, according to student needs)	
Interviewing (general and for selection)	

MAIN TOPIC	RELATED SYLLABUS SUBJECTS
3. <i>Formulating and implementing programmes</i>	
(general; 2 hours)	(related subjects; 28 hours)
(a) Preparing recommendations	(i) Programme and syllabus design; day and block release; on and off the job training
(b) Administration and control	(ii) Training Committees; work relations
(c) Training the training staff	(iii) Design and layout of training centres, workshops and 'stations'
(d) Instructing techniques and aids	(iv) Preparation and use of training records
	(v) Trainee guidance, counselling, welfare
	(vi) Instructor selection and training; assessment of instructing performance
	(vii) T.W.I.
	(viii) Principles of learning; motivation and incentives; individual differences
	(ix) Methods for the older worker
	(x) The range of instructing techniques
	(xi) Visual and other aids to learning
<i>Specific Skills and Techniques</i> (10 hours)	
Report writing	
Interviewing for appraisal and counselling	
Practical skill in use of more common techniques (particularly lecture, questioning discussion, chalkboard)	
4. <i>Assessing training effectiveness</i>	
(general; 2 hours)	(related subjects; 7 hours)
(a) Validation	(i) Application of scientific method to information from training records, supervisors, managers, specialists, trade and other tests
(b) Evaluation	(ii) Current research in training
	(iii) Appraisal for personal development
	(iv) Cost-analysis procedures
	(v) Measurement of effectiveness against cost; cost-comparison of methods and approaches
<i>Specific skills and techniques</i> (2 hours)	
Use of simple statistics	
Technique of observation	
Accounting techniques	

5. *General*

(30 hours)

(a) Visits (6)

(b) Project reporting and discussion (9)

(c) Private study (9)

(d) Introduction, open forums, closure (6)

(Total time: 120 hours)

Suggested subjects for project work to be carried out by students attending introductory courses for training officers

(To be considered in conjunction with para. 17.)

1. In setting projects it must be remembered that, in most cases, the trainee is working on the basis of only two weeks formal instruction in the principles and practice of good training. His understanding of the training function will, at this stage, be limited. For this reason projects should be restricted in scope to topics and problems which are manageable in terms of the student's level of ability as well as the time available to do the work involved.

2. The time devoted on the course to analysing work at various levels prior to the projects must of course affect the type of project which will be viable. For example, a full, detailed skills analysis of a production operator's job cannot be carried out by students who have only had a brief introduction to the skills analysis method. Indeed it is unlikely that students attending these introductory courses will be able to go into great detail in any of the projects, since all subjects are being taught at an appreciation level.

3. Typical examples of projects which might be used on these courses are:

1. carry out an assessment of the training needs of a small department, e.g. a packing department, an office or a production department.

2. analyse the work involved in three managerial or supervisory posts and build up training syllabuses for new entrants into these jobs.

3. analyse three clerical jobs and prepare a programme of training for each.

4. analyse knowledge and skill required in a semi-skilled production operator's job, outline the sequence of teaching and draw up an instruction schedule for one element of the job.

5. analyse the knowledge content of an apprentice's job and suggest how the knowledge should be acquired (which should be done by the firm and which should be acquired externally).

6. devise a programme of induction training for all hourly paid personnel and for clerical staff and suggest teaching methods for the various subjects involved; write this up in a manual.

7. analyse skill and knowledge requirements of a production, an office and a sales job. Draw up a list of faults which might occur in the production or office job and build up a 'quality training' programme.

8. analyse the knowledge and skill required by a systems analyst and a programmer and draw up one syllabus for each job.

9. analyse the skill and knowledge required by any two of the following:

(a) a quality controller

(b) a process controller

(c) a senior work study engineer

(d) senior draughtsmen

and plan a training programme for one of them.

4. These are all expressed in such a way that the level at which the project is handled could be varied according to the ability of the individual, and the sphere of training he is likely to be involved in after the course. They are all tasks which would and should prove capable of extension and follow-up by the same person during his period of planned experience after the course.



MINISTRY OF LABOUR

Central Training Council

**TRAINING OF
TRAINING OFFICERS**

Introductory Courses

A Report by the Committee on the
Training of Training Officers



LONDON
HER MAJESTY'S STATIONERY OFFICE
1966

The Central Training Council has endorsed the Report on Introductory Courses for Training Officers made by its Committee on Training Officers.

The Council recommends to Industrial Training Boards that they should take the recommendations contained in the Report into account in considering the courses of training for training officers which they recognise for grant.

April, 1966

DEAR SIR JOHN,

In discussing its programme of work, within the terms of reference given, the Committee decided to consider initially three problems, namely:

1. Introductory Courses for Training Officers essentially of an interim nature, designed to meet the immediate need arising from the impact on industry of the provisions of the Industrial Training Act of 1964.

2. The continuation training essential to complement the introductory courses.

3. What the training function involves and the training necessary to exercise that function; that is, in effect, the establishment of professional standards for training officers.

I have pleasure in submitting to the Central Training Council this first report of the Committee covering the first aspect, namely, 'Introductory Courses for Training Officers'.

The proposed six week sandwich type course is the minimum period, we consider, in which the whole of the syllabus outlined in Appendix 1 of the report can be dealt with. We hope that as the value of these courses is more widely recognised, more support will be forthcoming for courses spaced over a longer period. The report stresses that the courses should be practical in approach and should be followed in all cases by a period of systematic on-the-job training and by specialist courses relevant to the individual training officers' needs.

The Committee emphasises the need, referred to in the report, for close co-operation with industry at all stages. We hope that colleges will set up advisory committees through which to give effect to the various recommendations and suggestions in the report for achieving this co-operation, because in our view it is in this field that the key to success lies.

The Committee invites the Central Training Council to endorse this report and to recommend to Industrial Training Boards that they should take its recommendations into account in considering the courses of training for training officers which they should recognise for grant.

Yours sincerely,

R. G. BELLAMY,
Chairman.

SIR JOHN HUNTER, C.B.E., J.P.,
*Chairman,
Central Training Council.*

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Central Training Council **Committee on Training Officers**

1. In October, 1965, the Central Training Council set up a Committee on Training Officers with the following terms of reference:

'To consider and make recommendations to the Council on matters of general policy in connection with the training of training officers, and in particular

(a) to consider the recruitment of training officers and the measures to be taken to increase the supply;

(b) to advise on the provision of facilities to meet the demand, including the content and length of courses of training.

In this context the term training officers is intended to include training advisors.'

2. Membership of the Committee in March, 1966, was as follows:

Chairman:

Mr. R. G. BELLAMY, O.B.E., T.D., M.ENG., M.I.MECH.E.,* the Electricity Council.

Members:

Mr. A. W. ALLEN,* General Secretary, Union of Shop, Distributive and Allied Workers.

Mr. J. BROSGALL, Training Administration Manager, Unilever Limited.

Mr. S. W. FRASER-SMITH, C.B.E., M.C., Assistant Secretary, Construction Industry Training Board.

Mr. J. LONGDEN, C.ENG., M.I.MECH.E., M.I.P.E., M.I.E.I., A.M.I.A.G.E.,* Principal, Keighley Technical College.

Mr. F. METCALFE, B.SC.(ENG.), M.I.MECH.E., Chief Education and Training Officer, Engineering Industry Training Board.

Mr. L. S. NEWTON, B.SC., M.ED., A.INST. P., Director, Ceramics, Glass and Mineral Products Industry Training Board.

* Member of The Central Training Council.

Members (continued)

Mr. P. J. C. PERRY, B.SC.(ECON.), Director and Secretary, British Association for Commercial and Industrial Education (BACIE).

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